

THE SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

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New York, June 9, 1883.

THE Scholar's Companion

FOR JUNE

Will be accorded a heartier welcome than usual, by its hosts of young readers. The number is filled to overflowing with interesting things, among which may be particularly mentioned, four illustrated articles, about "Apes," "How Mr. Gerry was Surprised," "The Obelisk," and the "Brooklyn Bridge." Besides these there are not less than thirty other pieces, embracing a story with an excellent moral entitled "How Ned Took a Stand," "The Lenox Library," biographical sketches of George Stephenson, Hector Berlioz, and Oliver Wendell Holmes; acceptable suggestions about "Authors Worth Reading," an interesting account of "How Needles Are Made," a new dialogue full of innocent satire called "Real Hard Study," and several pieces suitable for declamation or recitation. "The School-Room," a "Writing Club," and "Letter-Box," the three departments in which so much interest has centered, have each a most attractive contents. This is the last issue of the COMPANION until September, the usual vacation of two months being taken in agreement with the little monthly's true character: a companion of school children. Greater attractions than ever are promised for next term and 50 cents for a year's subscription will prove the best investment a boy or girl could make.

THE programs of the American Institute and the National Association will be found in this paper. They will attract attention; we deem them well made up.

"UP to this date no definite announcement of the program for the N. Y. State Teachers' Association" can be made. President Nichol's is wrestling with it, and making his plans. When completed we shall lay them before our readers.

THE demand for "Notes of Talks on Teaching" is unprecedented. The first thousand copies was sold in three days. The large first edition will, however, enable us to fill all orders the day they are received. Do not delay ordering.

RAILROAD rates to the Associations will be very attractive. One can buy a ticket to Lake George and attend the State Association, then go to Saratoga and attend the National, then to Fabyans (White Mountains) and attend the American Institute, at about one half usual rates.

THE subject of constituting the N. Y. State Teachers' Association, a body of delegates elected by the county association, will come up at this year's session. It meets with favor; it will be found to be popular when discussed; it is the only plan that will interest every teacher in the state in the Association. Let it be thoroughly discussed.

REST from toil and change of scene are good for teachers. The almost universal tendency of the thinking class together in the early days of summer for recreation and interchange—social and intellectual—has a meaning. Economy is consulted too, inasmuch as people get wholesale rates of travel and board, and the best and greatest returns for their money and time.

THE lectures, addresses, essays, papers, etc., for our great annual educational meetings are probably now growing. Let us hope they will be well pruned and not overgrown. In many organizations merciful rules aim to limit these to thirty minutes, more or less. Gentlemen, give us this year, crisp, pointed, practical. Remember the weather is warm and the flesh is weak.

THE third annual session of the State Normal School at Wilson, N. C., is announced to open June 19 and continue four weeks. Eight normal schools of four weeks each will be held in N. C. this summer. Tuition and use of text-books are free; rates of fare and board are reduced; and a thorough awakening in the educational work of the south is indicated. It is said that the demand there for teachers, skilled in approved methods, is greater than the supply. A live teacher now commands a good salary and salaries are increasing.

HARVARD UNIVERSITY, which is almost a state institution and which has conferred the degree of LL. D., on a long line of

Governors of its state, has declined to confer this honor on General B. F. Butler, the present Governor. This is a natural outcome of the foolish practice imported from England, of conferring degrees, not for services to learning or eminence in scholarship, but for official station. There were enough trustees to produce a majority against conferring the honor on Gov. Butler. Such petty spite is entirely unworthy of Harvard University. President Eliot and many other good men were in favor of following precedent but were out voted.

DISPLAY AT GRADUATION.

A western contemporary seems to think the graduation of the "sweet girl" of the period a good deal of a farce. White mull, elbow-kids, flounces and flowers are mentioned as the prominent features of what he styles "dress-parade." He hints that the essays are cribbed from encyclopedias and destitute of original ideas!

Doubtless extravagance in dress prevails on such occasions to a foolish and wicked extent. The traditions and fashions of some institutions favor and require display, and the teachers don't care or dare to oppose it. In fashionable boarding schools this causes no hardship; for the patrons are the rich only. In others, particularly in our public schools, the poor members of the class often suffer in order to make the customary display. They are too proud or lack the independence to wear only what they can afford. This hardship is often generously recognized and remedied by teachers and the majority, but simple, inexpensive dress on such occasions is more suitable, more in accord with the idea of popular education, while costly and elaborate dress are manifestly out of place and wrong.

We believe in some recognition of the day to distinguish it. We believe that in the lull between finished examinations and the coming public exercises, nothing so well fills up the time and keeps up interest, as the customary decoration of the school room with green wreaths, mottoes, pictures and flags. This work keeps pupils occupied, exalts them to a plane of work with their teachers, and increases their interest and pride in their school.

While some of the essays may too much suggest the encyclopedia or the teacher's taste, many of them will be both original and enjoyable, both in thought and treatment. By dear memories of our own graduation days, let us approve and enjoy those of the "sweet girls" and the good boys whose month of June 1883, will for a long time be a month of flowers and sweet memories.

TEACHERS fail to derive pleasure from their work because they sink down to mere routine work. Others become disgusted because they wish to accomplish the impossible. Study your work, study your pupils, go intelligently to work and teaching will not fail to be a pleasant duty.

READING.—THE WORD.

[Talk No. 3, from "Notes of Talks on Teaching," given by Col. F. W. Parker at the Martha's Vineyard Summer Institute, July 11 to August 19, 1882, and just published in book form by E. L. Kellogg & Co., 21 Park Place, N. Y. Price \$1.00.]

The child at five years of age has acquired ideas in their relations, has associated spoken words with these ideas, and idioms with the thoughts or related ideas. The process of learning to read, then, must consist of learning to use the written and printed words precisely as he has used the spoken words. Learning to read is learning a vocabulary of written and printed words, so that the child may get thought through the eye as he has done through the ear. It is a matter of great interest to the teacher of little ones to know just how the child acquires the spoken words. The process is a very simple one; an object is presented and the word spoken. That is, the idea produced by the object and the spoken word are associated in one act of the mind, which we call an act of association. We all know that only by means of a mysterious mental law, called the law of association, are we enabled to recollect anything. Words are used under this law to recall ideas. The word recalls an idea after a certain number of repetitions of these acts of association. The same way, related ideas are associated with idioms or sentence forms.

Every act of the mind is affected by some stimulus or mental excitement coming either from without or within the mind. As a rule, the greater the stimulus the more effective the act. The little child, for instance, sees an elephant for the first time. The sight of the huge, strange beast stimulates the mental action of the child to an unwonted degree. The perpetual question of the little one, "What is that?" comes to his lips with great fervor. The answer, "The elephant, my child," will be likely to remain in its mind forever. The spoken word, then, is acquired by repeated acts of association. The number of these acts necessary depends in a great degree upon the stimulus of each act. For instance, the greater the stimulus the less the number of acts of association required, and *vice versa*. What we have said of words may also be applied to the learning of idioms.

Now, the question is, in learning the new means of recalling ideas by means of the written words, should there be the slightest change in the general method? A word is used simply and solely to recall an idea. It has no other use. It can be learned only by association with the idea recalled; and the sole question for the teacher is, to know how best to associate words with ideas. I think we can lay down this one rule as fundamental: in all the teaching and the study of the art of teaching, little children to read; that that which aids directly in acts of association of words with their appropriate ideas, aids the child in learning to read, and any other method, detail of method or device that does not aid the mind in these acts, hinders the child in learning to read. To this one rule, then, all our discussion of the art of teaching reading must return. Everything must be reconciled with this or it is wrong.

The first question, then, is, What is the best way of bringing about the acts of association with the best possible stimulus? It is plain common-sense to continue the method that has developed a fixed and powerful habit of learning new words, namely, the presentation of objects as the highest and best stimulus to acts of association. This is strikingly true in teaching the first few words. The written or printed word is a new, strange object. It repels rather than attracts. No stimulus, then, can be found in the strange hieroglyphics that look more mysterious to the child than Hebrew or Sanscrit do to us. Tide the child over the first difficulties by using the active energy of a fixed habit. Simply repeat that which has been repeated thousands of times, present the object (a favorite one of the child's), and say the word, not with the lips but with the chalk. The child's consciousness is filled with interest for the object, leaving just room enough for the new form to find a resting-place. On the other hand,

try to fill the child's mind with the word itself, and you fill his soul with disgust.

The spoken word has been learned as a whole. It is more complex, and therefore more difficult to learn than the written word. Every spoken word is learned as a whole, and we have no reason to believe that the child has the slightest consciousness that the spoken word has any elementary parts. The attempt to teach him the elementary parts of a spoken word, while he is learning to talk, would prove disastrous. Why, then, should not the written word be learned as a whole? Why introduce a new process, when the old one has been so effectual? Indeed, there is no doubt that any attempt to separate the written word into parts, or to combine the parts of a word into a whole, directly and effectually hinders the acts of association, and therefore obstructs the action of the child's mind in learning to read. The tendency of unscientific teaching has set steadily and strongly for the last thirty years toward woful and useless complications in details of instruction. The return to real teaching is signalized by a strong leaning toward simplicity. The height of the art of teaching, as in all other lesser arts, is found in simplicity. Hold up the object and write the name. Say just enough to lead to the proper mental action and no more. The fewer words the better. Begin with object. Select those objects most interesting to the child.

Next to objects I shall place sketches upon the blackboard, done in the presence of the child, so they may be associated with the names of the things drawn, and the sentences that express the relations of the objects. Third, pictures may be used effectively. Fourth, conversations of the teacher that will bring the ideas to be associated with words vividly into the child's consciousness. Fifth, stories may be told with the same result. How long should objects be used? Until the child will actively associate new words with ideas without the presence of the objects or pictures of the objects that produce the ideas. No teacher who watches the faces of her little ones will fail to note when this time has fully come.

If the principles that I have here given are true, then you will have a basis of truth for the discussion of the art of teaching little children to read. This method, to use a popular but not a correct term, may be called the associative or objective method. Learning the word as a whole, without trying to fix the child's attention upon its part before it becomes a clear object in the mind, is called the "word method."

The question, no doubt, will arise in your minds, if the old alphabet method is entirely laid aside and the phonic method is not used at the outset for the analysis of words: How is the form of the word fixed in the mind? The answer is a simple one: The best way to fix any form in the mind is to draw it.

For the SCHOOL JOURNAL.

THE TEACHER OUT OF SCHOOL.

BY M. JONES.

How can the teacher use to the best advantage the time when he is not engaged in teaching? A great mistake will be made unless there is some thought over this matter. The teacher may employ all his forces in study and come back to the schoolroom unrefreshed. Or he may go to the opposite extreme and indulge in too much recreation. In following a friend's good advice that exercise is necessary for health, I know of a certain teacher who came to his class in the morning exhausted with a ten mile walk.

The first thing to apply your after-school-hours to is in gaining or strengthening your health. How to do this depends entirely upon your constitution, physique and habits,—where one needs much exercise in the open air, another is better without it. Study yourself physically that you may make the best use of your time in this direction.

Next in importance is preparation for the lessons you have assigned your class. Never come unpre-

pared to them any more than you would expect a pupil to undertake a recitation without study. Look up any illustrations and information bearing upon them, and so interest yourself in it that your scholars will unconsciously imbibe your spirit. A teacher who habitually neglects this preparation cannot fail to find equal neglect from his pupils. If any spare hours are now at your service, apply them to general intellectual culture. Read standard books; stirring magazine articles that keep pace with the times; enlarge your mind by variety; and read to make yourself capable for your work.

For the SCHOOL JOURNAL.

WHY SHE WAS NOT A GOOD TEACHER.

She could not control her pupils.

She was never satisfied where she was, consequently she did as little as possible there.

Her pupils did not respect her.

She had no interest in her pupils.

She was comfortable in a disorderly room, as it required less exertion than one neatly kept.

She scorned such things as teachers' meetings, and "never wasted her time at them."

She considered her pupils as so many machines which ground out her wages, and she had no idea she was not a good teacher!

For the SCHOOL JOURNAL.

A MISTAKE.

Miss Ellen Adams had what was popularly called a good education; that is she had had an elementary course in mathematics, grammar, physics and literature. Just what part she was to take in the world's broad field of battle she did not know; as her father was esteemed to be a man of property she did not trouble herself about the matter at all. But failing health caused Mr. Adams to give up business and it was soon apparent that his family must not only support themselves but him also, and so Ellen "took a school."

She went into her new field of work with the prophecies of her friends that she would make a great success of it; they declared she had loved a book better than she did anything else, and this seemed to them the best testimony in the world to her fitness to teach. In fact Miss Adams did have abilities that could have made her a teacher had she employed them properly, but, like thousands of others, she considered the moderate knowledge she had obtained in school to be all she needed.

She loved books, she was wide awake on general subjects, had picked up a little acquaintance with the arts and music, and thus when school was out she had something to occupy her time. And so, one, two, and even ten years rolled by and Miss Ellen Adams was yet teaching in the primary school at B—. She had begun with a salary of \$250 and now had \$550, but she felt she was just as capable of earning \$1,000 or even \$1,200 as the young men she met who received those sums. What should she do? Should she be a telegraph operator, or learn short hand and buy a type-writer? She became sour and cross about "woman's limitations;" she declaimed a great deal about the injustice of men to women, and really believed she was meanly treated.

About this time the vice principal of the grammar school was appointed to superintend the schools of W—. Mr. Fenton was a graduate of Yale College, and had entered upon teaching until something else would "turn up." Like many others, however, he began to study the subject of education in a thorough manner and the more he investigated the more he felt satisfied that little was known about it. Now and then he heard whispers of the "new ideas," "Quincy Methods," "the natural methods," etc. He read Pestalozzi, he subscribed for school journals, spent his vacations in attending educational meetings, and felt at last that he was, educationally, "born again." When the school board of W—, in answer to the popular demand, decided to reform their schools, they looked around for a suitable man as superintendent, and the selection of Mr. Fenton was made. In order to carry out the reforms he

intended, Mr. Fenton on his part began to search for teachers who comprehended the "new movement;" he had met Miss Adams and saw she was a girl of culture and purpose, and was inclined to think favorably of her. But a visit to her school showed him that she was running in the rut the school masters of the Pilgrim Fathers cut so deep.

In another part of the town was a school, situated near some cotton factories; the pupils were the children of the operatives; it was called the "factory school." A good deal of trouble had been experienced in managing this school and the school board had at times been greatly worried to find a teacher. But for several years it had been managed by Miss Brigham and the parents were delighted; in fact the children of the "aristocracy," to the surprise of the school board, were gradually beginning to patronize the school.

Miss Brigham was not unlike Miss Adams; she, too, had graduated with a fair education, and had taken hold of teaching from necessity. But she took hold of it more as a man would—that is, she began to study the business she was engaged in, she determined to master it. She read school journals and educational works and in the course of a few years had made considerable progress. She taught to *educate* and though struggling along felt she was attaining somewhat the success she coveted.

A close inspection of her school led Mr. Fenton to offer her the charge of one of the primary schools in W——, with the understanding that she was in fact to superintend all the primary schools and give instruction in methods of teaching. Her salary was to be \$1,000 and with the probability of an increase in a year or two.

This selection of Miss Brigham cost Supt. Fenton some pain; he felt that in many respects Miss Adams was the superior woman, he knew her anxiety for promotion, and he felt very friendly towards her. But he saw clearly that one understood education and the other did not, and probably would not. One when out of school was just what the rest of the cultivated women in the town were; the other was a thinker upon her art and occupation. One read the papers and magazines to be intelligent, the other had the additional purpose in view of watching the general growth of thought for that is education. One fitted herself to cause thought-growth, the other did not.

Thousands graduate from good schools and pursue a course similar to that Miss Adams took—but it is a mistaken course.

For the SCHOOL JOURNAL.

CHARACTER'S TEACHER.

By C. R. S.

It is generally conceded that our schools give intellectual training but fail in character development. While this concedes what has been gained, it shows what must yet be accomplished by the public school. What has been principally demanded of teachers in the past? Intellectuality and a store of information. The teacher has met the qualifications demanded of him, but now it is seen that schools must exert a moral influence. But how? Shall morals be taught didactically? Shall text-books upon ethics be prepared, put into the hands of pupils, and lessons be recited therefrom? Such a thing might do some good—precept alway does, though it bears its little fruit very late.

There is, however, one factor, though often overlooked, which will accomplish more than all else. Fitch, in his "Lectures on Teaching," expresses it in the words: "In the long run, nothing can influence character like character." Character, then, must come into all our schools if they are to build up this in the pupils.

Through all the past there has been, and there is to-day, too vast an amount of petulance, curt replies, bitter sarcasm, summary punishment, and autocratic discipline on the part of the teacher. Can much moral growth spring out of these? Under the existing conditions, the intellectual ideal is the only one before the pupil. Of moral beauty

which should accompany all intellectuality, he learns nothing.

The pupil's sympathy makes him conscious of all that is ignoble in the character of the teacher. In his child life, he reads, with a swift and sure intuition the teacher's heart. There must he see what will exalt him morally; there must he find that beautiful moral ideal that he must copy. The teacher must be what he would have his pupils become.

ONE of the necessary qualifications of the teacher is self-government, or complete control of the passion. The person who does not possess this power, has he the ability to control others? The time has arrived when you are anticipating vacation. How will you physically secure rest? The vacation that not only means cessation of wearing care and responsibility, but inaugurates a change of surroundings and life, will be the most helpful. The greater the change, the more positive the overturn, the more satisfactory the results. We don't mean dynamite or volcanoes. That overturn is not rest. But life in a tent, life in some strange neighborhood where everything is novel and fresh to you,—that will do you good, though the change last only a few days. If it makes impression deep enough to be vividly remembered, all through the next year, and make a thorough change of thought every time remembered, there will be an all-the-year benefit.

Then how secure the rest that may be helpful intellectually? We do not believe, in ordinary cases, that entire exemption from the society of books is well. A diseased brain may not be more healthy than a diseased body. Exercise is good for every part of us. Then an excursion into the great book-world may help make every change we need. We think it had better take the form of a pleasure-excursion rather than a hard and serious journey for duty's sake. Does any one say, "May not a summer school be advisable, that a neglected study may be taken up and pursued?" Such cases must be decided by the individual. It is hardly the place for us, if the school is to keep upon our tired brains a great burden of study. And if the school did not kill us, we might kill it. However, *do something*, but let brain-exercise, if you are weary be gentle. Be the companion of some book that will prove restful company for you. It may be well if you take your botany with you into the fields, or run through some course in English literature.

But the idea in vacation is to replenish with fresh strength the old stock that has been drawn upon, and also stock ahead for future emergencies. We hope that vacation is not simply a back-door escape from the drudgery of school-life; but you love that life, and you rest because wearied, and not disgusted. Then, remember "school" while away. If you have a note-book, and some useful hint come to you, jot it down. If you learn some point of interest, save it for your scholars. Some glimpse of the wide sea, some sweep of the wind from the azure mountains, you may keep as a memory, and to a child's brain bring the melody of breaking waves, or the sight of God's blue hills. In these varied ways may vacation prove a blessing. Especially to the teacher may vacation not only be a place of rest, but a round in a ladder where one halts only to go higher.—*Primary Teacher.*

LONG FINGER NAILS.—It is the custom of the Chinese and Siamese to allow the nails on all their fingers, except the fore-finger, to grow to a great length, and among the former they sometimes attain the incredible length of from 16 to 18 inches. Among the Siamese so distinctive a mark of nobility are long nails esteemed, that the belles and beaux wear silver cases, either to protect their nails or else to make people believe they are there, whereas they are not. Ambassadors and visitors of distinction from Asiatic States to Europe are often observed to permit the excessive growth of the nail of the little finger, and this is also a common occurrence with many people of India and other parts of Asia, and even in this country the nail of the little finger is allowed to grow longer than the others by some persons.

THE SCHOOL-ROOM.

FOR MEMORIZING.

BRIGHT LITTLE DANDELION.
Bright little dandelion
Glitters in the sun,
The wind combs out his yellow hair
Like gold that is spun :
Let the winter work its will
With its frost and snow ;
When he hears the robins trill,
He begins to grow.
What is he about there,
Underneath the mould ?
Has he not an hour to spare,
Digging hard for gold ?
Has he work enough to do
To cut his jacket green,
To slash it and shape it too,
Fit for king or queen !
How does he hear, think,
When brooks begin to coo ?
Does he never sleep a wink
The long night through ?
Like a ghost he fades, alas,
Ere the summer's fled,
In among the meadow grass,
A halo around his head !

—*Our Little Ones.*

Where two ways meet the children stand,
A fair, broad road on either hand ;
One leads to Right, and one to Wrong,
So runs the song.

Which will you choose, each lass and lad ?
The right or left, the good or bad ?
One leads to Right, and one to Wrong,
So runs the song.

Speak the truth !
Speak it boldly, never fear,
Speak it so that all may hear,
In the end it shall appear
Truth is best in age and youth,
Speak the truth.

DO YOU KNOW HOW MANY STARS?
Do you know how many stars ?
There are shining in the sky !
Do you know how many clouds
Every day go floating by ?
God in Heaven has counted all,
He would miss one should it fall.
Do you know how many children
Go to little beds at night,
And without a care or sorrow,
Wake up in the morning light !
God in Heaven each name can tell,
Knows you too, and knows you well,

EXAMINATION QUESTIONS.

[Used in Public School No. 4, Buffalo, in the highest grade.—May examination, 1883.]

ARITHMETIC.

- (1). Point off into periods and write in words 5700800990442736.
- (2). Write in letters each of these numbers and their sum—89-99-109-506-79 408-1883 and 97.
- (3-8). Define notation, numeration, and the four fundamental operations of Arithmetic.
- (9). Write all the prime numbers from 1 to 100 inclusive.
- (10). Define composite number. Example.
- (11). Define abstract and (12) concrete number.
- (13). Balance the following account:
Dr. To 31 yds. Muslin at 15cts. Cr. By cash \$100.00.
" 20 " Flannel at 50cts. " Mdse. \$13.50.
" 16 " Broadcloth at \$5.00.
" 33 " Gingham at 45 cts.
- (14). Define Greatest Common Divisor and (15) Least Common Multiple.
- (16). Find Greatest Common Divisor of 492,744 and 1044.
- (17). Find Least Common Multiple of 36-56-75 and 72.
- (18). Define common and (19) decimal fractions.

(20). Change $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{6}$ and $\frac{11}{12}$ to common denominators.

(21). Change 9.06, and 1.634 to common denominators.

(22). What decimal of 7 wk. 4 da's. is 2 da's. 17 min.?

(23). How many terms are required for a ratio and (24) how many for a proportion?

(25). Reduce the simple ratio.

(26). If a man travels 90 mi. in 3 days walking 8 hr's. a day, in what time will he travel 540 mi. walking six hours a day?

(27). In a battle 75 men were killed, 93 wounded and 112 taken prisoners, and the entire loss was 17½ % of the army, what was the number of the army at first?

(28). Lent \$114 at 7 % interest; on its return it had gained \$13.30; how long had it been on interest?

(29). Square root of 31640625.

(30). Length of each side of a cubical box, twice as long as wide and deep, containing 200 bu. of wheat?

[30 credits.]

GRAMMAR.

(1). Define language.
(2). Two general kinds of language.
(4). Of which kind does Grammar treat?
(5). Define a word.
(6). Define a sentence.
(7). What is the least number of words a sentence may contain?

(8). Name three kinds of sentences with regard to signification. Example of each.

(11). Three kinds of sentences with regard to structure. Example of each.

(14). What four elements make up sentences?

(18). One of what three things must the subject always be?

(21). What must the predicate always be?

(22). What three parts of speech are used as connectives?

(25). The binding of the books are morocco.

(26). Correct 25, and name the rule violated.

(27). This is the man who you patronized.

(28). Correct 27, and name rule violated.

(29). These kind of apples are russets.

(30). Correct 29, and name the two rules violated.

(32). Rise my soul and stretch thy wings.

(33). Thy better portion trace.

(34). Rise from transitory things.

(35). To heaven, thy native place;

(36). Sun and moon, and stars decay,

(37). Time shall soon this earth remove,

(38). Rise my soul, and haste away,

(39). To seats prepared above.

(40). Write two subjects and predicates in line 32—.

(42). Two subjects and predicates in lines 33 and 34—.

(44). Compound subject and predicate in line 36.

(45). Subject and predicate in line 37.

(46). Two subjects and predicates in line 38.

(48). Independent subject in lines 32 and 38.

(49). Objects of stretch and trace in lines 32 and 33—.

(51). Two prep. phrases, modify rise in line 34—.

(58). Nouns in apposition in line 35.

(54). Object of shall remain, in line 37.

(55). In what two ways is haste modified in line 38?

(57). Name the connectives in the exercise.

(58). How are the independent subjects modified in lines 32 and 38?

(59). Name the four adjectives in the exercise.

(60). Parse above in line 39.

[50 credits.]

For the SCHOOL JOURNAL.

PRIMARY ARITHMETIC.

By M. G. F.

My first class in arithmetic is composed of pupils from five to seven years old, who have never taken the study before. They have no book. I persuaded the committee to get me a common table

about two inches lower than ordinary tables. Then on Saturday, the committee and several of my older boys and I, using jack knives, constructed between three and four hundred small blocks of pine wood as nearly uniform in size as possible. Great was the wonderment as to what teacher was going to do with them. One bright little fellow said, "I guess I know boys—she's going to have them for the small arithmetic class. Don't you know she's had pieces of chalk and most every thing else counted?" I did not tell him how well he had guessed.

The first day I assigned each his place at the table with a pile of blocks within reach of each. "At the tap of the bell they take their places. I say 'take ten (or some other number) blocks from the pile.' When each has his blocks I see that the smaller ones have the right number; if not, I let them count aloud." "Place five in a pile on your right hand." "Fred, how many have you left?" Promptly comes the answer. "Five." If any one has not left the right number, I let him count again. "Put your two fives together again" "How many have you, Annie?" "Ten." "Place six on your right hand." "How many are left?" "Six and four make how many?" "Who can put that on the board?" Every hand goes up. "Leslie, you may." He goes to the board, writes $6+4=$ and then says, "I don't know how to make ten." "Lizzie may show him." Then I let three or four write it and the others read it in different ways as "four plus six equals ten." "Six and four are ten." "Four and six are ten." These exercises I vary with mental work—as "Five apples and two apples are how many apples?" It is wonderful how they try to make the figures neatly.

After they have read in the morning (the first class) I have them go to the board and write numbers from a copy made by one of the older pupils. The little ones take great interest in learning to write them so that they can go to the board in arithmetic class.

I often let one or more members of the next class (just beginning the primary arithmetic) work out some difficulty with the blocks.

This class instead of learning their tables by the old method, count by twos, fives, tens; then by threes, fours, etc. When one has counted up to thirty-six by threes, I say "How many twelves in thirty-six? How many sixes in thirty-six? How many threes in thirty-six?" Very quickly they will learn that. Then I change the question again to: "Three times twelve are how many? Six times six are how many? Twelve times three are how many?" This class make their own tables in the same way, and they will vie with each other to see who will bring in the neatest and longest one.

I always take care to praise all work that is neat or correct and if only partly so, say, "Yes, that is right so far and very neatly done too."

For the SCHOOL JOURNAL.

HOW SOME NOTED SAYING ORIGINATED.

BY A. M. M.

Millions for defense, but not a cent for tribute.—Charles C. Pinckney and John Marshall, were appointed by President John Adams, as envoys to France, for the purpose of making an amiable adjustment with that country. The envoys were insultingly met by the French Directory and informed that nothing would be accomplished until a present of money was made. It being intimated to the envoys that the penalty of refusal would be war. Pinckney replied: "War be it then! Millions for the defense, but not a cent for tribute."

Our Country! In her intercourse with foreign nations may she always be in the right; but our country, right or wrong.—This was a toast delivered by Commodore Stephen Decatur at a dinner in Norfolk, Va., in 1816.

I am not worth purchasing, but, such as I am, the king of Great Britain is not rich enough to do it.—After the evacuation of Philadelphia by the British, Gen. Joseph Reed, then a member of Congress, was approached by a woman and offered £10,000 and any colonial office if he would use

his influence to restore union between the two countries. Reed replied as above.

Westward the course of empire takes its way.—This occurs in Bishop Berkeley's six verses "On the prospect of planting arts and learning in America." The painting representing Berkeley's thought, as given in the poem, is in the Capitol at Washington.

I propose to fight it out on this line if it takes all summer.—This was a part of the dispatch sent by General Grant to Secretary of the War the day after the battle of Spottsylvania.

With malice toward none, with charity for all.—This occurs in President Lincoln's second inaugural address.

For the SCHOOL JOURNAL.

DICTATION EXERCISES.—IV.

We have been requested to continue the series of Dictation Exercises begun some time ago. They are for the use of teachers who spend half an hour each week in dictating to their pupils some short extract, prose or poetry. The words should be pronounced slowly and distinctly, the meaning of long words or peculiar phrases explained, proper punctuation exhibited on the blackboard, and something of the author told. In fact, the exercise should be made intelligent, comprehensible and interesting.

From SHELLEY'S "ODE TO A SKYLARK."

Hail to thee, blithe spirit.

Bird thou never wert,

That from Heaven or near it,

Pourest thy full heart

In profuse strains of unpremeditated art.

Higher still, and higher,

From the earth thou springest,

Like a cloud of fire,

The deep blue thou wingest,

And singing still, dost soar and soaring, ever singest

TEN-MINUTE EXERCISES.

FOR THE PRIMARY CLASS.

Little children grow in goodness in proportion to the good influences brought to bear upon them. Every conscientious primary teacher does all in her power to benefit her scholars. She looks beyond the reading, number, or writing. She sees before her fifty or more tender plants to be nourished and guided. They are very tender, they must not be treated roughly.

The secret of all *true teaching* is sympathy. We must feel a lively interest in all that interests the children. We must pity the little tired hands that have written so many lines. We must have some mercy upon the little swinging feet that will not quite touch the floor. We find there are many things that ought to be taught little children that will rest and satisfy them. Let us not think we are too busy with the regular studies of school to spend ten minutes of our afternoons in what may be called general lessons. Some of the subjects for lessons mentioned in our "Course of Study," are Color, Form, Place. If these lessons are given at all, they should be made very interesting to the children. It is better to drop them entirely, and teach something that *will* interest, than for a teacher to meet fifty disappointed faces. But even these subjects may be made very pleasing and instructive.

The teacher procures a little glass prism, and hangs it securely in a sunny window. She is repaid many times by those delighted little faces, as the beautiful spectrum is observed on the wall or ceiling. Many little eager voices wonder, "What makes it?" At length the bright eyes find the children, and the children say, "O, teacher, please tell us about it!" Then the teacher, in simple language, and by simple illustrations, explains to eager listeners why the white sunlight is not white any longer after passing through the little prism. She asks them to notice the order of the colors, and children are pleased to find violet, blue, green, yellow, red, if they cannot always find the indigo and orange. We will tell that our ten minutes was much too short for the color lesson. We were not obliged to spend five

minutes out of the ten in keeping order, for every child is breathlessly listening and watching.

Little children love stories, and they will remember even the name of the great discoverer of America when we make a story about him, and say, "Once there was a sailor boy, and his name was Christopher Columbus." These little stories lead to others about boats and ships, to the great delight of the boys; especially Edmond whose "father was a sailor," and who is at home when talking about the yacht, the schooner, or the sloop. Here we must not forget the compass, for children love to look at one, and hear about it. As the stories about Columbus proceed, we may tell the children of the Indians whom he named, and their habits. Here the Indian's way of striking fire must not be forgotten.

Let us not allow the children to pass from under our care without a few words with them about some artist, poet, or other noted man. Stories about Thoreau and hermit-life, his knowledge of birds, insects, and wild animals, are not uninteresting. We are almost surprised to find the strange interest shown in the poet Tennyson, as the teacher tells her pupils of the poems he has written about the eagle, the blackbird, the swan, a goose, and a grasshopper. They sing the song about "Little Birdie" with greater interest when they know the author of the words. Longfellow's photograph is placed upon the table beside his complete works. The children listen, intensely interested, to the reading of "The Village Blacksmith" and "The Children's Hour." About a year ago, I remember one bright little fellow had listened eagerly to the reading of the latter poem. After it was finished he exclaimed, "O teacher, won't you please ask Mr. Longfellow to come and see us?"—*Public School*.

For the SCHOOL JOURNAL.

LANGUAGE LESSONS.

BY A. ROESER, NEWARK, N. J.

Having a great variety of bright, cheerful pictures, I bought some thick manila paper and pasted the pictures on both sides of it, for language or object lessons. I had them all framed, and hung them in my class-room. One of the charts is covered with colored paper, (primary and secondary colors,) and in the shape of squares, oblongs, etc. My little class write about these, giving shape, form and color, etc. On another chart I've painted our school-house, and on another one a plan of our school-room. Altogether I've twenty-four different kinds of charts, all attractive to the child's eye. For variety I allow my class to march quietly around the room, study a picture, and then relate all they can about it. The next day I allow them instead of relating to me, to write all they can about it in their little blank books. As both sides of the charts are covered, I turn them occasionally, so the pictures appear new to the little children.

They are deeply interested in this work, and it is astonishing how much they can relate or write about attractive objects. I also have a grab-bag filled with objects, (wrapped in paper). I allow a child to take a grab with his eyes closed, and by feeling he or she must tell me what object it is, what made of, where it comes from, etc. If the child guesses correctly he may take another grab, but if not, the child who can tell, takes the chance. My little class enjoy this very much.

For the SCHOOL JOURNAL.

BRIEF SUGGESTIONS.

PRIZES.—Prizes are always a mixed good. Given to the one or two best pupils they are unmixed evil. They are published as the one thing to be desired. A majority of the class know they cannot obtain them. For them there is, therefore, nothing to be attained. All effort is accordingly given over and the interest entirely centered upon the two or three contestants, who become conceited, envious and hateful. A prize which every one may attain is legitimate and healthful. There is no prize like gratified curiosity and conscious improvement.—*National Normal*.

MORAL INSTRUCTION in the form of disciplining the pupil into habits of truthfulness, honesty, courtesy, justice and kindness, belongs incidentally to the school, and depends largely upon the *personnel* of the teacher.—*American Journal of Education*.

Teach the children to use their powers of observation. Most people miss half that is in this world, because they have never been taught to look. Many have wondered at the names which Mr. Dickens introduces into his story. They seem so wonderfully well fitted to his characters. Many suppose that they were invented by the author and that they had no existence in real life. This was not so. As Mr. Dickens walked through the streets of London, he was accustomed to notice the signs upon the stores and shops. Whenever he noticed one that was peculiar, he put it down in his book. Teach your pupils to gain knowledge from all things about them. Help them to make the heavens and earth their teachers.—A. D. MAYO.

The teacher should not talk too much. By so doing he may gain the attention of his class, and interest them, but the students learn but little. They should do the talking.—*The Visitor*.

For the SCHOOL JOURNAL.

THE TEACHER'S LANGUAGE.

It may seem to the average teacher a very small matter that he be accurate in the use of his words. It would startle many a teacher if a side-by-side contrast could be made between the real progress achieved by a teacher precise in the selection of his words, and that of one whose words were carelessly selected. The learner receives another, and, frequently, altogether different idea from the one in the teacher's mind. An ill-chosen verb or substantive is sometimes to the learner's waiting perception just like a misplaced switch at a railroad crossing: it throws the thinker off on a wrong track. The teacher must be careful to say what he means. It will never do to dismiss the whole matter with a casual confession that his or her powers of expression are not as good as they might be; it is a very radical and serious defect, since a teacher who cannot *impart* or *convey well* is a poor teacher. There are harms wrought by the erroneous use of words that sometimes outlive the corrective influences of time.

The study of synonyms brings a world of good help in the acquiring of precision, and this is by no means an endless labor. It should be remembered that the groups of synonyms in our language are numbered and the number is quite small in comparison with the words in the language. In view of the time and study required for mastering synonyms and the advantages which result, there is perhaps nothing cheaper in all the range of education.

Precision is also acquired from the study of etymology and the languages, and a habit of translating standard authors is of inestimable value for this purpose.

THINGS TO TELL THE SCHOLARS.

ONE WAY TO MAKE MONEY.—Mr. Hubert Herkomer, the English portrait painter, has been spending some time in this country, and returns to England with \$50,000 made by painting the likenesses of distinguished and undistinguished Americans. He charges \$2,500 for one portrait.

A CAT AND A RAT.—A curious instance is related of a Mr. Durham who was troubled with rats for some time. Mr. Durham thought he would see if he could get his cat to kill a rat. He caught one and shut it in a barrel with a cat. The second day after he looked in, and the cat was sitting on one side of the barrel and the rat on the other. The next day, in the afternoon, the cat was sitting very contentedly with the rat perched upon her back, apparently enjoying himself.

A BIRD MUSIC TEACHER.—A wren built her nest in a box on a New Jersey farm. The occupants of the farm-house saw the mother teaching her young to sing. She sat in front of them and sang

her whole song very distinctly. One of the young attempted to imitate her. After proceeding through a few notes its voice broke and it lost the tune. The mother recommenced where the young one had failed, and went very distinctly through with the remainder. The young bird made a second attempt, commencing where it had ceased before, and continuing the song as long as it was able, and when the notes were again lost the mother began again where it had stopped and completed it. Then the young one resumed the tune and finished it. This done, the mother sang over the whole series of notes the second time with great precision, and again a young one attempted to follow her. The wren pursued the same course with this one as with the first, and so with the third and fourth, until each of the birds became a perfect songster.

A VOLCANO.—Mrs. Brassey, who has recently visited Hawaii, thus describes Kilauea, the largest volcano in the world: "We were standing on the extreme edge of a precipice overhanging a lake of molten fire, a hundred feet below us, and nearly a mile across. Dashing on the cliffs on the opposite side, with a noise like the roar of a stormy ocean, waves of blood-red, liquid fiery lava hurled their billows upon an iron-bound headland, and then rushed up the face of the cliffs to toss their gory spray high in the air. The restless, heaving lake boiled and bubbled, never remaining the same for two minutes together. There was an island on one side of the lake, which the fiery waves seemed to attack unceasingly with relentless fury, as if bent on hurling it from its base. On the other side was a large cavern, into which the burning mass rushed with a loud roar, breaking down in its impetuous headlong career the gigantic stalactites that overhung the mouth of the cave, and flinging up the liquid material for the formation of new ones. It was all terribly grand, magnificently sublime, but no words could adequately describe the scene."

NOTEWORTHY EVENTS.

May 30.—Decoration Day was more generally observed throughout the United States than ever before.—A frightful panic on the new Brooklyn and New York Suspension Bridge, caused thirteen deaths and countless injuries.

May 31.—A serious riot in St. Petersburg was caused by a proclamation from the Czar.—Mr. Kennard, member of Parliament, proposed a conference with this government as to the distribution of the surplus of the Alabama award.—The strike of the iron-workers of Pennsylvania was terminated.

June 1.—The Vatican abandoned for the present the hope of establishing diplomatic relations with England.—The Turkish troops in Tripoli succeeded in completely subduing the Arabs after killing or wounding forty of them.

June 2.—The Chamber of Deputies in Rome proposed a national monument to Garibaldi.—A meeting of Spanish and Portuguese statesmen at Madrid, discussed favorably the union of Spain and Portugal.—Thomas Caffrey, the fourth of the Phoenix Park criminals was hanged.—The revolutionists in Ecuador completely surrounded the city of Guayaquil, and cut off all communication.—Philadelphia authorities raided the Chinese opium dens of that city.

June 3.—The City of Bismarck was made the capital of Dakota.

June 4.—A plot to blow up the Welland canal with dynamite, was discovered and frustrated by the Canadian government.—A destructive cyclone devastated various parts of Missouri, Alabama and Texas.

June 5.—In the Sherbro district of Sierra Leone, fifty persons were roasted alive for witchcraft.—The Fenian conspirators in Ireland were charged with removing various persons by the use of poison.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

WHERE children are, there is the golden age.—NOVALIS.

WE must learn to infuse sublimity into trifles; that is power.—MILLET.

THE world does not require so much to be informed as to be reminded.—HANNAH MOORE.

ACTION may not always bring happiness, but there is no happiness without action.—BEACONFIELD.

SLUMBER not in the tents of your columns. The world is advancing, advance with it.—MAZZINI.

ALL the scholastic scaffolding falls as a ruined edifice before one single word—faith.—NAPOLEON.

TO CORRECT an evil which already exists is not so wise as to foresee and prevent it.—CHINESE PROVERB.

THE LIGHTHOUSE.

FOR RECITATION.

The rocky ledge runs far into the sea,
And on its outer point, some miles away,
The lighthouse lifts its massive masonry—
A pillar of fire by night, of cloud by day.
Not one alone! from each projecting cape
And perilous reef along the ocean's verge
Starts into life a dim, gigantic shape,
Holding its lantern o'er the restless surge.
Like the great Christopher, it stands
Upon the brink of the tempestuous wave,
Wading far out among the rocks and sands
The night-o'er-taken mariner to save.
The startled waves leap over it; the storm
Smites it with all the scourges of the rain,
And steadily against its solid form
Press the great shoulders of the hurricane.
And the great ships sail outward and return,
Bending and bowing o'er the billowy swells,
And, ever joyful as they see it burn,
They wave their silent welcomes and farewells.
They come forth from the darkness, and their sails
Gleam for a moment only, in the blaze,
And eager faces, as the light unveils,
Gaze at the tower, and vanish while they gaze.
"Sail on!" it says, "sail on, ye stately ships!
And with your floating bridge the ocean span;
Be mine to guard this light from all eclipse.
Be yours to bring man nearer unto man."

—LONGFELLOW.

BEING A BOY.

FOR DECLAMATION.

One of the best things in the world to be is a boy; it requires no experience, though it needs some practice to be a good one. The disadvantage of the position is that he does not last long enough. It is soon over. Just as you get used to being a boy, you have to be something else, with a good deal more work to do and not half so much fun. And yet every boy is anxious to be a man, and is very uneasy with the restrictions that are put upon him as a boy. There are so many bright spots in the life of a farm boy that I sometimes think I should like to live the life over again. I should almost be willing to be a girl if it were not for the chores. There is a great comfort to a boy in the amount of work he can get rid of doing. It is sometimes astonishing how slow he can go on an errand. Perhaps he couldn't explain, himself, why, when he is sent to the neighbor's after yeast, he stops to stone the frogs. He is not exactly cruel, but he wants to see if he can hit 'em. It is a curious fact about boys, that two will be a great deal slower in doing anything than one. Boys have a great power of helping each other do nothing. But say what you will about the general usefulness of boys, a farm without a boy would very soon come to grief. He is always in demand. In the first place, he is to do all the errands, go to the store, the post-office, and to carry all sorts of messages. He would like to have as many legs as a wheel has spokes, and rotate about in the same way. This he sometimes tries to do, and people who have seen him "turning cart wheels" along the side of the road have supposed he was amusing himself and idling his time. He was only trying to invent a new mode of locomotion, so that he could economize his legs, and do his errands with greater dispatch. Leap frog is one of his methods of getting over the ground quickly. He has a natural genius for combining pleasure with business.—CHARLES DUDLEY WARNER.

NEW POSTAGE RATES.—On and after October 1, 1883, letter postage will be uniform at two cents for letters to any part of the United States. On and after July 1, 1883, money orders for \$5 and under may be obtained for three cents. The order will be payable to bearer, and will be good for three months from date of issue; after that time the holder can get par value only by applying to the department at Washington. On the same date the rate of money orders on all sums will be changed, and not exceeding \$10 be procurable for eight cents, and from that to \$100, but the rate increasing up to 45 cents.

EDUCATIONAL NOTES

NEW YORK CITY.

The second annual entertainment of Grammar School No. 9 was enjoyed last Saturday evening. Noteworthy features of the program were: A vocal solo by Mr. W. S. Serven; an address by Hon. Lawson N. Fuller, embracing reminiscences of Peter Cooper; readings by Ida Simpson Serven; and a piano solo by Mr. J. Becker.

COLUMBIA COLLEGE.—At the annual meeting of the Columbia College trustees the report of the Committee on Higher Education for Women was adopted. Young ladies who have reached the age of 17 years will be required to pass an entrance, or rather preliminary examination which is similar to that given the applicants for admission into the college. Then a four weeks course, which is also almost identical with that required to be pursued by the undergraduates, comprising courses in Latin and Greek, modern languages, political science, history, English language and literature, moral and intellectual philosophy, natural history, geology, botany, paleontology, and zoology. The first year's course is compulsory, and in the second year the student is required to study one of the several groups of studies, while the remaining two years are given up to elective studies. Examinations will be held at times determined upon by the professors who will have supervision over them. The studies may be pursued by the young women at their homes or in schools. The entrance examination fee will be \$5, and on the receipt of the certificate at the close of the course the fee will be \$10. If a sufficient number attend these examinations it is believed it will encourage wealthy citizens to contribute toward giving the plan a definite and permanent shape by founding and endowing an annex to Columbia for women. The examinations will be on the same plan as those at Vassar College and other young ladies' colleges—a knowledge in English, Latin and Greek grammars, English composition, ancient and modern geography, ancient history, arithmetic, including metric system, four books of geometry, a portion of algebra, five books of Caesar's Commentaries, Eclogues, and six books of Virgil's *Aeneid*, six orations of Cicero, four books of Xenophon's *Anabasis* and three books of Homer's *Iliad*, or equivalents, being required. A report from the new librarian, Melvil Dewey, was adopted by the trustees, favoring the consolidation of the libraries of the departments of the college, which will be done. The library is also to be open hereafter from 8 A.M. to 10 P.M. throughout the year, vacations and holidays included.

ELSEWHERE.

POUGHKEEPSIE.—Prof. Truman Backus has accepted the position of Principal of Packer Institute, whether he will go after commencement at Vassar.

PATERSON, N. J.—Mr. C. E. Meleney, of Newark, has been selected as superintendent of the schools, to succeed Prof. E. V. De Graff. Mr. Meleney is a graduate of Colby University, and has a splendid record of work in Newark.

WESTCHESTER CO. N. Y.—The annual teachers' institute for Westchester Co. convened at Mount Vernon, May 14, and continued one week; Profs. Kennedy and French, conductors. A large attendance and a very profitable meeting are reported.

IOWA.—County Supt. Hendricks, of Tama county, sends us in pamphlet form the course of study for the ungraded schools of his county. The course has been prepared with much care and good judgment, and is successfully used in 125 schools at present.

TENNESSEE.—Morristown Seminary, located at Morristown, Tenn., is for the education of colored children, and is one of the twenty-five schools in the South supported by the "Freedman's Aid Society of the Methodist Episcopal Church." The school, which was started two years ago, has had unprecedented success from the start, enrolling 193 pupils the first year.

MICHIGAN.—The teachers' institute has some firm believers in Berrien county. A lady teacher there recently pumped a hand-car four miles, and then walked two, through a shower of sleet, to attend a teachers' institute. The Secretary of the Association walked twelve miles, and actually crawled over three-fourths of a mile of broken down rail fence, the road being covered with water.

ITHACA, N. Y.—Prof. Willard Fiske, who has been the librarian of Cornell University, and one of the most prominent members of the Faculty since the university was organized, is about to leave Ithaca in the midst of general regret. His valuable art and literary

collections which have been deposited in the library and other buildings on the campus will leave Ithaca also, Prof. Fiske will go abroad to remain for several years.

"It is a fact which Americans may as well acknowledge, first as last, that their educational system contains some radical defects. Our school children are far from strong, mentally and physically, and the education given is far from practical. Any well-considered plans to improve the system by remedying these defects should meet with careful consideration."—Albany Times.

COLUMBIA CO., N. Y.—The First Commissioner District Association of Columbia county held a meeting at Copake, May 19. Among the exercises was an address on "The Importance of the Teachers' Work" by Rev. S. L. McCubcheon. It was resolved to send a delegate to the State convention and Chas. Rivenburg, principal of the Hillsdale school, was chosen. The next convention will be held at Claverack, Sept. 7-8.

ARKANSAS.—The State Industrial University at Fayetteville, has already sunk to a condition little better than a district school. The industrial branches, agricultural and mechanical, are almost entirely neglected, and to hide the great falling off in the attendance, numerous scholarships, contrary to law, have been granted to induce the children of the neighborhood to come and pursue the common branches taught in any country school.

NEW HAMPSHIRE.—Mr. Bancroft, the historian, will deliver the oration at the celebration of the one hundredth celebration of the founding of Phillips Academy at Exeter this month. Rev. Dr. Stebbins of San Francisco, will deliver an oration; and Rev. Edward Everett Hale, of Boston, will deliver the centennial poem. Prof. A. C. Perkins, the popular principal, has resigned his position to accept the presidency of the Adelphi Institution in Brooklyn, N. Y.

VERMONT.—In his letter presenting to the University of Vermont the magnificent library left by the late George P. Marsh, United States Minister to Italy, the Hon. Frederick Billings urged the necessity of putting up at once a fire-proof library building to contain the eleven thousand volumes, as well as the other collections belonging to the college. Then he added as a sort of after-thought: "As no time should be lost, and as the University has no funds to devote to the purpose, I give \$75,000 to secure such a building."

MASSACHUSETTS.—The second term of the Normal Institute for instruction in the Tonic Sol-fa system of teaching music will be held at Springfield, Mass., beginning July 9 and closing July 27—a session of three weeks. The objects of the institute are: 1. The development of true musical culture in all who wish to gain a more thorough knowledge of the art, and 2. To prepare day-school teachers to use the tonic sol-fa system. The simplicity of this system makes it readily acquired; its results in actual teaching make it popular. Teachers of all grades will be interested in the announcement.

AMERICAN INSTITUTE OF INSTRUCTION.—The next annual meeting of the Institute will be held at Fabyan's, White Mountains, Wednesday, Thursday and Friday, July 11, 12 and 13, 1883. The program of exercises will consist of a full discussion of the reform needed in the School Supervision of New England. This will be participated in by representatives from New England and the West. "Short Courses for Common Schools," "Demand for High Schools in a system of Public Schools," "The Relation of Colleges to Common Schools," and "The application of the Principles of Psychology to the work of Teaching" will be discussed. The subject of the afternoon session on Friday will be "Moral Instruction in Public Schools." Col. F. W. Parker, of Illinois, will speak upon the "Effects of Bad Methods of Teaching." Railroad Arrangements: Tickets over the several railroads will be sold at about one-half the regular rates from all important points throughout New England. These will be good to go from July 6 to 11, and to return till Aug. 4. Tickets are made good for return at the meeting by receiving the secretary's stamp, which is secured by the payment of the regular membership fee of \$1.00. Boston to Saratoga and return \$6.50. A large number of excursions from the White Mountains at exceedingly low rates has been arranged. The hotels in the immediate neighborhood of the meeting are Fabyan's, Mount Pleasant, Crawford's, Twin Mountain and White Mountain Houses. The first four of these have accommodations for about 1,400 guests. The rates agreed upon with these houses are \$2.50 per day for gentlemen and \$2. per day for ladies; the large hotels at Bethlehem make the same rates as at Fabyan's. Board in the smaller houses will be at the rate of \$1. per day. A program in detail will be issued, with rates at other

houses. The sessions will be held in the Institute Pavilion, which has a seating capacity of about 2,500. For circulars or information address Geo. A. Walton, president, West Newton, Mass.; Rob. C. Metcalf, secretary, Boston; Jas. W. Webster, treasurer, Boston.

NATIONAL EDUCATIONAL ASSOCIATION.—The third annual meeting of the National Educational Association will be held at Saratoga, N. Y., and will commence on Thursday, July 9, continuing, by adjourned sessions, through Monday, Tuesday, and Wednesday. Monday, July 9.—Morning: Address of welcome and responses. Inaugural address, and paper on Examination of Teachers, by the president. Afternoon: What has been done for Education by the United States, by Hon. John Eaton of Washington City. The Best System of Common Schools under State Control, by Hon. Jos. D. Pickett, of Frankfort, Ky. Evening: Intellectual Growth and its Relation to Methods of Instruction, by Prof. G. Stanley Hall, of Baltimore, Md. Tuesday, July 10.—Morning: Dept. of Normal Schools. Afternoon: Dept. of Industrial Education. Evening: Election of officers of the National Educational Association. City Systems of Management of Public Schools, by Pres. J. L. Pickard, of Iowa City, Ia. Dept. of Higher Instruction. Wednesday, July 11.—Morning: Dept. of Elementary Instruction. Afternoon: All the departments, separately. Evening: Reports of committees, and closing exercises. Dept. of Normal Schools: Address by the president, Prof. Edwin C. Hewitt, of Normal, Ill. Right Use of Memory vs. Cramming, by Hon. B. G. Northrop, Clinton, Conn. The Normal School Problem and the Problem of the Schools, by Prof. H. H. Straight, of Oswego, N. Y. Place and Function of the Model School, by Prof. Chas. De Garmo, of Normal, Ill. Dept. of Industrial Education: Drawing in our Common Schools in its Relation to Industrial Education; Henry Hitchings, director of drawing, Boston public schools. Discussion, led by Mr. Henry H. Fick, Supt. of drawing, Cincinnati, O.

In Sectional Session:—The Moral Influences of Mental Training, Dr. J. R. Buchanan, Boston, Mass. Discussion opened by Prof. Felix Adler, of New York city. Normal Instruction in Drawing, Prof. L. W. Miller, principal Penn. School of Industrial Art. The Fruit of Manual Education, C. M. Woodward, Ph.D., director of Manual Training School, Washington Univ., St. Louis. Discussion, led by Pres. C. O. Thompson, of Terre Haute, and F. W. Parker, of Chicago. Drawing in the Grammar Schools, Mr. Walter S. Perry, Supt. drawing, Worcester, Mass. Persons exhibiting specimens of hand-work, drawings or shop-work, will be allowed five minutes in which to point out peculiar features and methods. Report on the Progress of the Year in Industrial Education by the secretary of the Section, Prof. S. R. Thompson, Lincoln, Neb. Program in the Dept. of Elementary Schools: Address by the president of the department, Supt. John B. Peaslee, of Cincinnati, O. The Education of the Heart, Prof. Henry H. Fick, Supt. of drawing in public schools, Cincinnati, O. Primary Education, What and How, Hon. Henry Raab, State Supt. Public Instruction of Illinois. For particulars concerning railroads, local arrangements, hotels, boarding-houses, etc., address Eli T. Tappan, president, Gambier, O.; N. A. Calkins, treasurer, 124 East 80th street, New York city, or Wm. E. Sheldon, secretary, 16 Hawley street, Boston.

The National Council will meet July 5 and hold its sessions. 1. Com. on Superintendency of State School System; Hon. A. J. Hickoff, chairman. 2. Com. on Superintendency of City School System, Hon. A. J. Hickoff, chairman. 3. Com. on Normal Schools, D. B. Hagar, Ph.D., chairman. 4. Com. on Chairs of Pedagogics in Colleges and Universities, W. T. Harris, LL.D., chairman. 5. Com. on Education of Girls, Hon. H. S. Tarbell, chairman. 6. Com. on Hygiene in Education, J. L. Pickard, LL.D., chairman. 7. Com. on Moral Education, W. A. Mowry, Ph.D., chairman. 8. Com. on Preparatory Schools, Lemuel Moss, LL.D., chairman.

FOREIGN.

LONDON.—The annual report of Mr. J. Noble, one of the instructors for the London School Board, says: 'I can speak in terms only of qualified satisfaction of the teaching of domestic economy: for what with the absence of a scientific preparation on the part of girls, and the scrupulous character of the information given in the cheap books on the subject, there is no wonder that little interest has been taken in it, either by teachers or scholars. At present the great want is fundamental teaching and experimental illustration. What ought to be aimed at is imparting a sound knowledge of the scientific principles underlying the various operations of domestic life and conducting to a state of comfortable and healthy existence.'

I have a great deal of trouble because of the tardiness

LETTERS.

The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your MSS about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.

My pupils when reading put in many words not found in the book, and leave out some. They also miscall some familiar words. What I wish to know is whether they should be required so to prepare their exercises that they can, without my assistance, read them readily and correctly when there are no unfamiliar words to prevent. I find great difficulty in getting the exercises so prepared. What is the remedy? How can an interest be aroused?

R. B.

[Most teachers find the teaching of reading difficult. Very young children cannot of course prepare exercises. If older pupils insert, omit and miscall words, it is generally because they have been ill-taught, and do not attend to the sense of what they read. Be sure they understand and can tell in advance the substance of what they are to read. Suffer them to read, unaided, nothing they cannot understand and take an interest in. Let the class, in turn, with books closed, listen while one is reading. Reading aloud requires the exercise of the memory; for the eye doesn't rest on the word one is speaking, but on the words to be spoken. Cultivate, therefore, memory as well as the quick eye.—Ed.]

1. To what extent should a text-book be used by the teacher in conducting recitations? 2nd. What is your opinion of the practice of detaining pupils after school, to prepare or recite neglected lessons? 3rd. What do you understand by "Natural Methods of Teaching?" Illustrate.

JOHN McMICKLE.

Sparta, N. J.

This depends on the subject, the pupils and the teacher. The best teachers make least use of the text-book in the recitation, because they know what it contains. 2. Detention should not often be necessary. If lessons are too long or carelessly given out, the teacher is at fault: if not, the pupils are idle and need spurring-up to study in school-hours. 3. Natural methods of teaching are so called because they conform to the natural order of development of the mental powers, or because they follow the leadings of the natural world. Training the reason before perception, using the abstract before the concrete is an unnatural method of teaching.—Ed.]

I am a young teacher and take your TEACHERS' INSTITUTE. I think it an excellent paper. It has helped me through many hard places, and I am all the time finding new ideas in it. Last Fall I had, in place of the grammar class of only one pupil, a parsing class containing all those I considered advanced enough. I am now thinking of making a language class of the parsing class, and taking in nearly the whole school: of having each member of the class write all the mistakes they hear, and read them in class or hand them to me, and then to have a sociable talk upon language. Which will be better, the language or parsing class? M. H.

This young teacher needs help. The normal institute, or better, the normal school, with its drill and criticism, would help her. The language class for a social talk about mistakes observed, is good so far as it goes, but this could all be added to the parsing exercise. Nothing will take the place of study and drill. There is no short, easy road to culture.—Ed.]

One good point among the many which you are keeping before us, is the sharp things you say every once in a while about the superintendents. The article in the May 5th issue is one of them. It is such an easy thing for a superintendent to say "Go," when he ought to say, "Come;" so easy not to talk over his work, his hopes, his aims with his teachers, and so easy not to see that his plans are carried out as he wants them carried out, and when the failure comes, as it must, to say why didn't you do what I told you to? Lest I might get into this difficulty, I have prevented it by arranging my teachers in classes or grades. They meet me Monday, Tuesday and Wednesday each week, and, so divided, we have ample time to discuss the work brought in, to compare it, and from the results to plan for the next fortnight. There is no chance to get lazy by this arrangement, and the better quality of work done since these grade meetings were inaugurated proves that for us it is a good arrangement. I am watching for the appearance of Parker's book.

R. M. S.

of my pupils. Can you, through your paper, tell me of any plan to stop, or at least to lessen it? The children are from the working classes, and the most common excuse is that their mothers did not have their meals ready in time. I have just commenced to take the INSTITUTE, but I enjoy it very much.

M. L. L.

[If pupils are tardy either the rules of the school are faulty or poorly enforced by the authorities; or the children are not interested and anxious to be in time; or, the parents do not give their co-operation. The first difficulty will probably not yield to this teacher. The other two difficulties she can only remove by getting the co-operation of both children and parents. First make the school-room attractive, and then go after the mothers and talk to them.—Ed.]

I am a subscriber to the JOURNAL, and could not do without it. I have read a great many educational papers during the past year, but have seen none that I consider equal to the JOURNAL. I have labored hard to scatter your publications over the country, especially the SCHOLAR'S COMPANION. In one of the late JOURNALS I especially admired an article giving a full history of Ohio, and hope you will soon publish one similar to it about Kansas.

A KANSAS TEACHER.

[These suggestions noted. Thanks for efforts to add to our circulation.—Ed.]

I think I have seen a statement in the INSTITUTE that manila paper slatted over, makes an excellent blackboard. Any information concerning this will be thankfully received.

F. H. A.

[The paper is heavy, usually comes in rolls, is bought of any stationer or dealer in paper. It is of different widths, and is usually sold by the pound. To ensure a good blackboard surface be sure the wall is smooth, without holes, cracks, or shaky lath. Then, with good paste such as is used by wall-paperers, fasten the paper to the wall and rub it smooth. When it is dry apply good liquid slating.—Ed.]

Can you send me the little book giving *one hundred things a teacher should not do?* Do you keep back numbers of your papers, the JOURNAL and INSTITUTE? If so, what is the price per volume, unbound? What is your subscription price for both papers sent to one address?

N. E. S.

[The book asked for we send, postage paid, for fifteen cents. We supply back numbers of our publications sometimes. Can usually supply recent back volumes in limited quantities, at the regular subscription rates unbound. We have only one price of subscription, and do not reduce the price to those taking two or more.—Ed.]

Could you give me any information as to where I can get the proper things to teach color with? I would like a set of artist tubes, red, yellow, blue, etc. I would like information as to color-charts, cards or blocks for teaching color.

F. L. S.

[F. W. Devoe, Fulton and William sts., N. Y., will supply colors of any kind, and in any quantity. Baker, Pratt & Co., No. 19 Bond St., N. Y. will furnish charts, cards, etc. We have seen very good charts of color made by teachers with a cheap box of water colors.—Ed.]

I find many times the JOURNAL's cost in the fifty-two numbers, and am always glad of its weekly visit. In science we have adopted the experimental plan of teaching. In the chemistry classes the pupils have performed most of the experiments. We have adopted the same plan in physics, and a laboratory is being fitted up for pupil's use. We are using "Gage's Physics" as textbook.

J. M.

Indianapolis, Ind.

Could not get along without your JOURNAL. I think it by far the best educational paper I have ever seen. Could you send me a dialogue for four girls, ages 14 and 15? For primary grade I think your illustrated stories a grand idea.

C.

[We get many such commendations, and are grateful. "Reception Day," issued by E. L. Kellogg & Co. N. Y., is full of dialogues and other selections appropriate to the schools. Nos. 1 and 2 are issued. No. 3 will soon appear.—Ed.]

S. E. E.

Having read your valuable paper one year, I did not think it would pay to be without it for the petty sum of one dollar.

[Unto those who have is given. The use of the means secures the end. We propose to make the INSTITUTE worth many dollars a year to any live, growing teacher.—Ed.]

S. E. E.

EDUCATIONAL MISCELLANY.

IMPROVE THE SCHOOL HOUSE.

Ex-Supt. Northrop says: "The new movement to improve and adorn our country towns and villages is spreading widely through the country. The homes of any people tell their character and condition, their thrift and foresight, or sloth and improvidence. Neglecting our homes degrades occupants, while pride in home fosters self-respect and ambition. A tasteful home thus becomes an agent of civilization. It is a worthy ambition to surround home and children with such scenes and influences as shall make the every-day life and labors brighter and happier."

The condition of the school-house shows just how much interest is felt in the school. In Ulster Co., while riding through a beautiful valley the Editor asked a citizen; "What about your schools?" "Oh, we have good schools." Soon after a school-house was reached—and such a school-house! The citizen felt ashamed and said, "It does look rather bad, that's a fact—the trustees let things go pretty loose." There was hardly a barn on that road that looked more uninviting.

Set it down as a fact that if people value their schools they will not let them look like stables, teachers, rouse up the pupils; plant trees, beautify the school-house, have it painted; put glass in the windows, put up a fence, lay walks and make the surroundings attractive.

A SCHOOL IN CAIRO.

Any one fresh from seeing the primary department of an American school, or from seeing an infant school in England, would feel a sense of utter bewilderment on entering one in Cairo. Everything is topsy-turvy. The children read and write from right to left, and even begin to learn their sole lesson-book, the Koran, backwards, because the latter chapters are easier and more important. One primary school in Cairo is well worth having a peep into. You open a door in the street and find a room about ten feet square. It is below the level of the road, and lofty for its size. A grated window, high up, gives a dim light; but a flood of sunshine comes in at the open door, and strikes full on the bright crimson robe of the faukeh as he sits on his cushion in the corner. At one end stands the only piece of furniture in the room. It looks like a huge harmonium, done up in brown holland; but turns out to be a box containing the bones of a saint. In front of this curious piece of school furniture squat four-and-twenty black and brown boys. One or two are disguised as girls to protect them from the evil eye. All have dirty faces, and several are suffering from ophthalmia. They sit in two rows, facing each other, and simultaneously rock their bodies violently backward and forward as they recite the alphabet, or that verse of the Koran which forms their day's task. The children shout at the top of their little cracked voices in a nasal tone far from musical. The noise they contrive to make is astounding, considering how small they are. If they cease their rocking and shrieking, even for a moment, the master brings down his long palm cane upon their shaven skulls, and they commence with renewed energy and an even more violent see-saw. The sentence repeated does not convey the slightest meaning to their minds, nor is any attempt made to explain it. Two or three other children are sitting beside the faukeh getting lessons in the formation of Arabic characters. Their copy-book is a piece of bright tin, and they use a reed pen called a kalam. The ink-bottle is a box containing a sponge saturated with some brown fluid. A long row of tiny slippers, of every form and color, lies neatly arranged at the door; for the place where the bones of a saint are enshrined is holy ground, and no one may soil the clean matting of the floor with outside defilement.

If an Arab primary school in a large town like Cairo only gives such rudimentary instruction, the state of schools situated in far-away country vil-

lages may easily be imagined. A visit to most of them is by no means a pleasant experience, for the fuel used by the fellahs makes any approach to their habitations quite unpleasant.—*Christian Union.*

PERSONAL NOTES.

It will be a surprise to thousands of teachers to learn that Messrs. Charles Scribner's Sons have sold to Messrs. Ivison, Blakeman, Taylor & Co., their large and valuable list of school books. This firm is to be credited with giving an impetus to the right method of studying geography by the publication of the Guyot Series of geographies and wall-maps; they were quickly followed by other firms, but the credit of a vast improvement is due to Prof. Guyot. The other books published by this house—the Felter's Arithmetic; the Cooley's Philosophy and Chemistry, and the Geographical Reader possess a very high value.

The firm of Ivison, Blakeman, Taylor & Co., by this purchase possess a list of text-books that have unrivaled merits. Their own list was confessedly valuable, but this new addition creates an accumulation of the choicest works for the teachers to select from.

We are glad to learn that Mr. G. H. Tucker who has so ably represented the Scribner house has been secured by Messrs. Ivison, Blakeman, Taylor & Co. Mr. Tucker for nearly fifteen years represented the Scribner firm in Boston, and his services were so valued that he was given entire charge of the educational department. He carries with him the best wishes of a host of friends who have had business relations with him.

This transfer well illustrates the present tendencies of the publishing business in respect to educational books, the issuing of which is becoming a distinct branch of the trade, requiring methods entirely different from the other departments.

Mr. H. M. Cable, who for many years represented the firm of A. S. Barnes & Co., successfully, has concluded an engagement with Van Antwerp, Bragg & Co., and will make his headquarters at No. 8 Hawley Street, Boston.

Mr. R. L. DeLea, one of the most successful book agents, and a gentleman of scholarly attainments and popularity, who was connected for eleven years with A. S. Barnes & Co. as general southern agent, and who was with the "University Publishing Company last year," has been re-engaged as general southern agent of A. S. Barnes & Co., with headquarters at Atlanta, Ga.

Mr. Geo. H. Beattys, for many years connected with the Department of Public Instruction at Albany, has been engaged to represent D. Appleton & Co. as their city agent. We have no doubt Mr. Beattys will be very successful, being well posted in educational matters and a very estimable gentleman.

Messrs. Orlando Leach, Thomas R. Shewell and Benj. Sanborn, have formed a co-partnership under the name of Leach, Shewell and Sanborn, and have purchased the proprietary interest of the firm of Robert S. Davis & Co., and will continue the publishing business heretofore conducted by that firm. Robert S. Davis & Co. were in business for over half a century, and always bore a high reputation for honorable dealing, and in closing up their business leave an untarnished record. Their New Inductive Course in Arithmetic, Greenleaf's Series, are extensively used and considered one of the best series of text-books in that study. We are personally acquainted with Messrs. Leach and Shewell, and are certain of their success, if it depends on close attention to business, uniform courtesy, liberal dealing and a thorough knowledge of the wants of the educational public.

The many friends of Gen. A. C. Barnes will be pleased to learn that he has arrived safely in London, and is in good health and spirits.

The agents of the educational publishers have formed an association and have elected Mr. Arthur Cooper their President.

IN SPITZBERGEN.

Away off in the cold seas of the Arctic Ocean, about half way between the coasts of Norway and Greenland, there is a small archipelago, the best-known island of which is called Spitzbergen.

When the Norsemen first found this island nobody knows exactly; but it is highly probable that when they went over to Iceland, some seven hundred or eight hundred years ago, they came across it in their track. What is very certain, however, is that Barentz, one of the bravest and kindest of the old Dutch sailors and explorers, landed there in 1596; and what is quite as interesting is the fact that Henry Hudson went to Spitzbergen in 1607.

The island, though it abounds in the grandest scenery, is one of the coldest places on the earth during the winter. Great mountains extend along the coast, divided by huge glaciers. Nobody has ever yet tried to travel into the interior, but it is known that there is a plateau or plain there some two thousand feet in height. In summer you can get to the islands, because the gulf stream pours its warm water along a part of the coast, but in winter no ship can approach Spitzbergen. Every year a few small vessels leave the extreme northern ports of Norway, and go to Spitzbergen to catch whales, seals, and the walrus.

A great part of the rocks which abound in Spitzbergen show evidences of volcanic origin, and what is now the coldest place in the world in winter was once probably as hot as Africa is to-day.

TRAVELERS to the White Mountains now usually go by the Providence Line direct to Providence, and arriving there at six o'clock or thereabouts take the express train direct to their destinations. This route has become deservedly popular the last year or two, because of the comfort, safety and speed of reaching the popular resorts in the Mountains. The American Institute of Instruction meets at Fabyan's, July 11, 12, 13, and the large number of teachers who go there from New York will travel with far more comfort and speed by taking the direct line to Providence. Rates have been reduced to members of the Association. The steamers are large and commodious, with every improvement and comfort suggested by constant and successful effort to please the traveling public. The route follows the traveler past some of the most beautiful scenery around New York—around the end of the city with its maze of streets and towering buildings, under the great Brooklyn Bridge, and then up the swift-running East River, through the famous Hell Gate, and so on to the Sound. On a moonlight night the scene is indeed lovely, and will long be remembered, even by the traveled journeyer to the glorious mountains.

THE BEAUTIFUL HUDSON.—These are the words of thousands of travelers. No river ever received such praise, and it is well deserved, for from its mouth to Albany it is a succession of beautiful scenes. First, the noble Palisades towering perpendicularly up from 300 to 600 feet high, then the broad bay of the Tappan Zee. A little further and we come to great hills again, among which West Point nestles along side of the giant Storm King, which looks down upon the historic ground of Newburg and Fishkill. Onward we go till the loved Catskills come into view, and so the varied scenery delights every eye.

Most of the travelers to Saratoga, Lake George and the Adirondacks like best to see this noble river from one of the palace steamers of the People's Line, and the large number of teachers who go to the National Educational Association at Albany, and the N. Y. State Teachers' Association at Lake George, will find this route not only by far the most pleasant, but also the cheapest. The boats are unsurpassed in elegance and comfort, and every precaution is taken to ensure perfect safety. The president of the company, Mr. Everett, brings a fine reputation as a successful business man into the conduct of its affairs. He has added many improvements, and is actively engaged in extending, if possible, the wonderful popularity of the "People's Line." Travellers will see no sights they will longer remember than those afforded by a moonlight night on the Hudson by the People's Line of steamers—the water and sky, the rush of waves, the mountains, all conspire to make it a part of the mind.

He that waits for an opportunity to do much at once may breathe out his life in the idle wishes; and regret, in the last hour, his useless intentions and barren zeal.

FOR THE SCHOLARS.

HOW MR. GERRY WAS SURPRISED.

By HOWARD BROWNE.

When Mr. Gerry came to the Westboro neighborhood to take charge of the school for boys he found that he would have hard work before him. The school there had been a very poor one for a long time, and the fathers thought it a waste of time to send their sons to school. The reason of this was that the teacher who had been at the head of the school was both ignorant and cross, and his pupils could never get along with him.

Mr. Gerry, the new teacher, has proved to be entirely different. He is intelligent and always treats his pupils kindly. The boys all like their teacher. One reason is that he instructs them about common things, because, as he says, he wants them to be prepared for any pursuit or business they may choose after they are through with school.



Not long ago Mr. Gerry found out that Alfred and James were delighted especially with carpenter's work, and they showed very decided skill in that direction. He encouraged their studies and made school work so interesting to the two boys that they determined to surprise their teacher. Early one morning before Mr. Gerry came, they brought into the school-house a splendid new table which they had made entirely by themselves, and placed it on the teacher's platform to take the place of his old worn-out table.

Mr. Gerry, on coming in, was greatly pleased at the surprise, and complimented the workmanship of Alfred and James, and showed it to the whole school, saying the table was as well made as any he had seen in the stores.—*Scholar's Companion*.

GREAT COMPOSERS.

HECTOR BERLIOZ.

At the time in which the compositions of this composer appeared, there was very little appreciation from the public. Since his death, however, opinion has changed so much that Hector Berlioz is now considered a great genius, and his works are becoming better understood as they are oftener performed.

He was born in France in 1803, and his father, who was a physician, intended his son to follow the same profession. But the tastes of Hector were so strongly displayed for music, that his father left the son to provide for himself. He gave lessons on the flute and violin, and studied composition instead of medicine. He won a prize at the conservatory in Paris, and was sent to Rome for two years to study music there. The plays of Shakespeare influenced his writings for some time, and he wrote an overture to King Lear, and a Romeo and Juliet symphony, which is considered by many his finest work.

In traveling through Germany giving concerts, he was better received than in his own country, and Wagner, Liszt, Paganini and Mendelssohn showed him admiration and friendship. Berlioz wrote a grand opera called "The Trojans," which was a failure, and his remaining years were spent in sadness and loneliness.

Goethe's Faust made such an impression upon Berlioz that he wrote from it what he called "a musical legend." This received only one complete performance in thirty

years, and attracted little attention. In 1877 it was given at Paris with such success that it was repeated six times in succession. In America it had almost the same history three years ago when it was performed for the first time in New York city, and repeated nine times before the public were satisfied. Other cities heard of it, and now Chicago, Boston and other cities have made it known to the public, and through it given an interest to everything Berlioz wrote.—*Scholar's Companion*.

THE FUNNY MEN OF AMERICA.—NO. II.

OLIVER WENDELL HOLMES.

In the list of humorous writers Holmes deserves a place, if only for the "One Hoss Shay." He was born in Massachusetts in 1809. He studied law, but gave it up for medicine, in which he perfected himself at Paris. He has held the position of Professor of Anatomy at two of our eastern colleges, Dartmouth first, and then Harvard, from which he has lately retired. On his seventieth birthday the publisher of his works, Houghton, Mifflin & Co., of Boston, gave a breakfast in his honor. The prominent literary people of that city and surroundings were present, and speeches and poems were given to show the appreciation in which he is held. For Holmes has a charming faculty of making himself loved by everyone, personally and through his books.

Holmes has written novels ("The Guardian Angel" and "Elsie Venner,") as well as poems. His informal talks on different subjects under the titles of, "The Autocrat at the Breakfast Table," "The Professor at the Breakfast Table," and "The Poet at the Breakfast Table," were among his first known works. It is said that they established the reputation of the *Atlantic*, a magazine which was started at that time, and in which they appeared. Holmes is witty in prose as well as poetry; in the latter the following verses are an example:—*Scholar's Companion*.

JOAN OF ARC.

[See question 77 in the School-Room Department.]

This wonderful heroine was born on the borders of Lorraine, in a small village called Domremy, and at the time of the siege of the city of Orleans by the English, she was acting in the capacity of a common servant girl at a neighboring inn. When the fall of that city was considered almost inevitable, she came forward, pretending to be commissioned by God to deliver her country from its enemies, and promised on the condition that she was to have for her services a consecrated sword which had long hung in the church of St. Catharine, to conduct the king, Charles VII, to Rheims in safety, where he could be crowned with the usual ceremonies.

Her propositions were carefully considered and finally accepted, and at her own request she was dressed as a man, mounted on horseback and rode into Orleans at the head of the French troops. From here she proceeded in company with Charles to Rheims. They entered the city with little opposition and the coronation of the King took place.

Her mission now done, Joan declared her intention of retiring to private life, but to this the people would not listen and, so, though greatly against her will, she acceded to the general wish and stayed. But it proved her death, for shortly afterwards she fell into the hands of the English who condemned her for witchcraft and burned her alive at Rouen.—*Scholar's Companion*.

ABOUT AGATES.

Agates are composed of layers of quartz, generally of different varieties, joined together. They are of all colors, sometimes exceedingly vivid. In modern mineralogy this stone is an impure variety of chalcedony, which derives its name from Chalcedon, that once famous city in Asia Minor. The rocks near this place, contain this stone in considerable quantities. Chalcedony consists of silica and alumina, and comprises besides agates, heliotrope, onyx, plasma, and sard, differently colored by metallic oxides. It is found in grape-like masses, but more frequently in rolled pebbles. The finest Oriental chalcedony presents in its interior a fine mottled appearance.

The first engraved gem that Pliny mentions is an agate that belonged to Pyrrhus, King of Epirus. This was in the first half of the third century before Christ. The same monarch is said to have had in his possession an agate on which were figured the nine Muses, and Apollo holding a lyre; the work not of an engraver, but of Nature herself!

Busts and heads in full and bas relief were executed by the Romans on chalcedony in the grandest style; the finest specimens of these that we possess are the Marlborough "Medusa," and the bust of "Matidia," supported on a peacock, and three inches high. The chalcedony was supposed to cure lunatics, and make them "amiable and merry."

The agate was an object of the most fanciful delusions to the ancients. Orpheus says, "If thou wearst a piece of the tree agate on thy hand, the immortal gods shall be pleased with thee; if the same be tied to the horns of thy oxen when ploughing, or round the ploughman's sturdy arm, wheat-crowned Ceres shall descend from heaven with full lap upon the furrows." He adds that every kind is an antidote to the asp's bite, if taken in wine.

By burning the agate it was believed that storms would be averted, the proof of their efficacy being that if thrown into a cauldron of boiling water they immediately cooled it; but in order to do good, they must be strong on the hair of a lion's mane. The stone, colored like a hyena's skin, was believed to be the cause of domestic strife, and was viewed with horror.—*Scholar's Companion*.

A BIT OF ANCIENT HISTORY.

[Sent by one of the *COMPANION* readers in connection with a question in the School-Room Department.]

I suppose they heard the reading lesson
Which their older brother read that day,
For I was not asked to tell them "Something
New and funny, Mamma, to play."

But when I happened into the nursery,
Both were reclining in regal state,
By a table furnished with two bananas,
And a vast amount of gilt-paper plate.

Johnny was looking anxiously upward,
But May, apparently quite at ease,
Announced, from a shawl and two sofa-pillows,
"We are Mr. and Mrs. Damocles!"

And I never, certainly, had encountered
Such a sword as hung above Johnny's head;
It was six feet long, and swayed, suspended
From a cap-pin, by a single thread.

I must admit the horror was lessened—
Though it seems too bad their romance to spoil—
By the fact the pasteboard snowed in places,
Through its lavish covering of tin-foil!

Johnny and May were dressed in togas,
Each composed of a single sheet,
Draped in a highly classic manner,
And pasteboard sandals adorned their feet.

I took my work to a distant window,
And began to sew at a rapid rate,
And the revelers, not at all embarrassed,
Went on with the banquet in all their state.

"My dear, will you have a piece of peacock?"
Said Mrs. Damocles tenderly,
His Highness, groaning deeply, answered:
"There's no use offering peacock to me."

"Do you think I can ever enjoy my dinner,
When that old sword may drop any minute?"
Said Mrs. D., in her gentlest accents:
"Do take some pudding, there's raisins in it!"

And Damocles made heroic answer,
"Well, give me some peacock, and pudding and all!
I suppose I might as well eat my dinner,
If that old thing is going to fall."

A light breeze wandered in at the window,
And swayed the sword on its single thread:
The treacherous cap-pin left the ceiling,
And down came the sword on Damocles' head.

I laughed at myself for being startled,
And May gave a horrified little squeak,
But Damocles, as became his station,
And heroic soul, was first to speak.

He eyed the sword with contempt and anger:
Then—"I don't even know where the old thing hit!
I'll not play Damocles any longer—
Why, it didn't hurt me a single bit!"

—*Scholar's Companion*.

HORRSFORD'S ACID PHOSPHATE.

TONIC FOR OVERWORKED MEN.

Dr. J. C. Wilson, Philadelphia, Pa., says: "I have used it as a general tonic, and in particular in the debility and dyspepsia of overworked men, with satisfactory results."

BOOK DEPARTMENT.

NEW BOOKS.

NOTES OF TALKS ON TEACHING, given by Francis W. Parker. Reported by Lelia E. Patridge. New York : E. L. Kellogg & Co. \$1.00.

This is a book for teachers and for students of the theory and practice of teaching. It is a sketch—an instantaneous photograph, as it were—of a great living teacher at work teaching teachers. The artist, Miss Lelia E. Patridge, who made the sketch, was both intelligent and sympathetic; the genial, incisive, strong individuality of Col. Parker meets the eye everywhere, not less in the frontispiece than in the brief biography and the subject matter of the many and varied talks.

These talks were made to members of the Martha's Vineyard Summer Institute, and extended through five weeks of the summer of 1882. In spite of all that has been published on the subject, they constitute the best, because a comprehensive and authoritative presentation of the methods of the Quincy schools. They derive some extrinsic interest and value from the consideration that, like the Sybilline leaves, these talks at the Summer Institute, are growing less and less, and will cease after the Institute of this summer of 1883.

The book opens with a brief introductory sketch of Col. Parker's life and work. Then follow in order, one talk preliminary and general, eight talks on Reading, one on Spelling, three on Writing, one on Composition, three on Number and Arithmetic, four on Geography, and one each on History, Examinations, School Government and Moral Training. These talks do not aim nor assume to prescribe fixed modes for teachers to follow in their work. They say: "No one was ever great by imitation; imitative power never leads up to creative power." "I shall object quite as strongly to your taking the methods which I may present, unquestioned, as I should to your acceptance of others in which I do not believe."

They present the art of teaching as the greatest art, demanding, "first, honest, earnest investigation of the truth as found in the learning mind and in the subjects taught, and, second, the courageous application of the truth when found." Col. Parker has had abundant success in investigating mind and subjects of instruction, as the talks clearly show; but his greatness in the art of teaching has shown itself in his "courageous application of the truth" in spite of opposition from every source. The Colonel is a warrior-teacher and his battle-cry is "Freedom!"—freedom of the teacher from dust, rust, ruts, ignorance, servile imitation, and slavish submission to dictation, in the business of his school-room.

The book is well printed on good paper, bound in English cloth, and has a life-like cut of Col. Parker.

MEMOIRS OF JOHN ADAMS DIX. By Morgan Dix. In two volumes. New York : Harper & Brothers. Price \$5.00.

What a weird art it is that can gather and cast up a long lifetime, say of three score and ten, and lay it out on the pages of a book to be there consulted by anyone who will, to-day, to-morrow, during the centuries of the future. A singular performance for a mere pen that it should in the hand of a clever guide transfix a life-career and hold it up to the view of men as they pass by in time's wonderful and never ending procession.

Such thoughts are suggested by an examination of the copious and well prepared biography of John Adams Dix, by his son, the present Rector of Trinity Church, New York. From communion with these two large volumes of personal history one turns away to contemplate the portraiture that his perceptive faculty has just acquired.

In the boyhood of General Dix there was nothing extraordinary save that it was the boyhood of an extraordinary man; the days came and went in the New Hampshire village, with the same monotony of country existence that countless boys before and since have experienced; local attachments were formed and the influences of a good home and parents impressed themselves upon the character. The physically and morally healthy boy lived out his preliminary epoch and went to Washington City, as though by some mysterious decree of fortune, to receive an indelible impression of the life which was to be his in after years: the life of public service, struggle, combat and crisis. His father was then a Senator and the door was opened to the son with all opportunity to observe the operation and uses of national government. In the days of perfect peace the subsequently famous soldier nurtured his love of country.

"Nothing could be more delightful" said he, "than

the society of Washington at that time to one able to enjoy the lazy, listless, easy existence led by the families of prominent officials or pleasure-seekers at the capital. There was, and probably still is, a certain indefinable charm in the place, due in part to temperate climate and agreeable air, and in part to the intermingling of cultivated persons from all parts of our country, officers in the military and naval service, and a select foreign society in the Diplomatic Corps. President Polk and his very agreeable wife were at the White House. The Vice-President, Mr. George M. Dallas, was a picture to look upon—tall and commanding, with snowy white hair, a florid visage, and aristocratic bearing. On the square, not far from the Executive Mansion, the venerable Mrs. Madison held her court, conspicuous for her antiquated costume, her spotless turban, and her rigid observance of the manners of the olden time. One administration was preparing its departure, another was coming; the city was agog with leave-takings and welcomes. Gruff old Zachary Taylor was coming in March: and a ball was in preparation to relieve the official severities of the Inauguration with a background of gleaming dresses, and a whirl of mazy dances, and music, and revelry. These things go on, no doubt, to day, as they have ever gone, though the actors change and vanish, and one generation passes away and another takes its place, and we, who see them in the far past, greet the image of those vanished hours, and are glad of the brief pleasure tasted in this care-burdened life."

It was but ten years later that Mr. Dix was appointed postmaster of New York City, and then began his public service, an event not without its touching phase when we consider his home attachments and the separation from them that must necessarily have followed. The tranquility and peace of the domestic circle were to be denied him for many years. Without following him through the various high official positions with which General Dix was honored by the state and the nation we may epitomize all that he did, in whatever office, as the acts of an upright and strong man; he invariably faced the demand of the emergency and met fully and satisfactorily the requirements of an era which called for stout men. The positions of trust were numerous and responsible, but in all of them will be discerned the same John A. Dix, with the same unalterable traits of decision, executive force, and rigid integrity.

Dr. Dix's account of his father's share in defeating the Rebellion is given in a natural and by no means over-enthusiastic way; General Dix was among the most conspicuous leaders of those times and we are compelled to say much greater encomium could have been justly pronounced. That however, may have been purposely left for others than the son to accord.

General Dix is yet alive in the memory of this generation and hundreds there are in New York, who will read this faithful life-history and recognize readily the following description:

"The General, though not of imposing stature, had a striking and dignified presence. His height was five feet eight inches—less than it would have been, probably, but for hardships and privations sustained in his boyhood in the army. His complexion was fair, his features regular and well marked, his mouth expressive of firmness and decision. His eyes were a clear blue; his sight was unusually strong—he surpassed, in that particular, most other men. The circumstances of his education and early life, the advantages of foreign travel, and the nature of his favorite pursuits, had given him the air of a citizen of the world. His figure was erect, his walk rapid; and his energetic movements were the index to his active mind and decided opinions. To those opinions, once formed, he adhered with a firmness which sometimes bordered on obstinacy, and illustrated the legend on the family arms, 'Quod dixi factum est.'

AUTHORS AND PUBLISHERS: A Manual of Suggestions for Beginners in Literature. New York : G. P. Putnam's Sons. \$1.00.

It must not be presumed that the writer of this book,

even though he calls it a manual, intends by it an encouragement of would-be authors. His concluding advice to all literary aspirants is, in the language of Mr. Punch, "Don't!" However, the book contains an exhaustive fund of information about the transactions of authors and publishers, their negotiations, mutual rights, risks, successes and disappointments. All this information is to be taken with the utmost reliance, as it comes from the inside, as it were,—that is from some one connected with the old house of the Putnams. There is, of course, an ever increasing demand or need of a guide like this. The rosy hue of the young author's prospect is apt to be somewhat discolored by the reading of it, but it is probably for that reason most valuable and much needed.

NOTES.

Before the publication of "Students' Songs," there was no collection of college music containing the songs which have had their origin, and become popular within the last ten or fifteen years. The new songs, of which a great number had sprung into life, were nowhere to be found in print. The first edition of "Students' Songs" was prepared with a view of preserving these songs and to making them accessible to all. The second edition of "Students' Songs" was an entirely new book. It contained none of the songs comprised in the first edition, but was made up of entirely other new songs of equal merit and popularity. Like its predecessors, it had a most remarkable sale. A third and greatly enlarged edition of the book is just off the press. The new book comprises the songs of both the first and the second edition, and contains, besides, more than twenty pages of entirely new music, including all the very latest college songs of the day with piano accompaniment. It is sold at the low price of fifty cents by Moses King, Cambridge, Mass.

AMONG OUR EXCHANGES.

It is singular what indifference most of the magazines and other periodicals show in the matter of their day of publication. Some are out nearly a month ahead of date and others are invariably behind time, only a very few appearing exactly on time according to date. One of the latter is the *Magazine of American History*, the June number of which came to our table by the first mail on the first of June. The monthly appearances of this magazine are like the visits of a kind and talkative old grandfather; they bring in a never-ending quantity of incidents of Old New York, the days of the Revolution, colonial history, bygone fashions and customs. The articles are all signed with fac-similes of their writers' autographs, which gives them a peculiar weight, something like a President's proclamation. Mrs. Lamb's second paper in the series "Wall Street in History" covers the exciting period of the Revolution, together with the six memorable years while Wall street was the seat of the national government; and Theodore F. Dwight contributes an authoritative article describing the recently purchased Franklin papers, a contribution which will be welcomed with delight and preserved with care by all who are interested in our national archives. From the pleasing old antiquary we turn to that favorite magazine for younger heads, *St. Nicholas*. For this month there is a wealth of illustrations within its covers and of that charming execution which causes delight to dance in the young folks' eyes; then, besides, Mr. Trowbridge's story, "The Tinkham Brothers' Tide-Mill," gets more and more interesting, and there are various other good things to read, or to have read to you, as the case may be. And, speaking of young people's magazines, here is the *Scholar's Companion*, waiting a recognition; it appears for June with smiles and greetings, containing such a variety of readable articles that one does not know how to select the best, and so has to begin at the first and read through to the last. Another fine juvenile is *Our Little Ones*, which comes from the Russell Publishing Co., Boston; its huge pica type indicates its partiality for very young readers.

THE JOURNAL is always glad to have such visitors as the various monthlies, weeklies and dailies which come now so regularly and though one would never suspect them of dignity from the pell-mell way in which they are piled up on our sanctum-table, still many of them are of the most dignified character and as sober as the moral law.

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publishers Department.

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To meet the new movement being made in some schools of spending less time upon the hard work of translation, once thought so necessary to the study of the Latin and Greek languages, Charles De Silver & Sons, of Philadelphia, are publishing interlinear translations of Virgil, Caesar, Horace, Cicero, Salust, Ovid, Zenophon, etc., for use in schools. They have also ready Clark's Latin Grammar adapted to this interlinear series of classics.

The manager of the Boston School Supply Co., Mr. J. A. Boyle, announces a complete stock of everything pertaining to school work, orders for which are promptly attended to. This company makes a specialty of wall maps. Of these now they have the largest assortment in the country, which are offered at very low prices. Teachers desirous of any kind of maps or charts will do well to correspond with Mr. Boyle.

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By addressing the Phoenix Publishing Co., Warren, Pa., and remitting postage stamps for samples, you will receive handsome chromo cards of every description for use as merit cards, mottoes, etc. See adv. in another column.

Dixon's American Graphite Pencils continue in first favor with schools everywhere. The circular which the manufacturers, Joseph Dixon Crucible Co., Jersey City, N. J., sent to any applicant, also supplies needed information about their native rubber, which has had such remarkable sales of late.

Nathaniel Johnson, well known as a manufacturer of all kinds of church and school furniture, is now giving special attention to kindergarten tables, etc., in addition to his other manufactures. Any wishing to introduce this branch into their schools should examine his stock.

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the complexion without a blemish, yet if the teeth are neglected the other attributes of beauty fall short of their due effect. If the teeth are not hopelessly decayed Sozodont will renew their whiteness and beauty. This wholesome beautifying agent, moreover, renders the breath sweet and communicates a hue to the lips. A fair trial of this standard article will demonstrate its value.

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TWO SAILORS went with a tame parrot to a show in Tokyo, where a Japanese was giving an exhibition of sleight-of-hand performances, interspersed with acrobatic feats. At the end of each trick the sailors would say: "Now, isn't he clever? Wonder what he'll do next?" With each act of the performance their astonishment increased, and they kept muttering: "Wonder what he'll do next?" The parrot heard this exclamation so often that he picked it up off hand, as it were. Presently, the Japanese undertook to keep in the air a number of bamboo sticks ignited at both ends, but having his attention distracted by a movement in the audience, he allowed one of the sticks to drop. Unfortunately it fell upon a heap of fire-crackers, bombs, etc., which exploded, blew out the walls, tore off the roof, scattered the audience in all directions and sent the parrot, minus his tail, feathers and one eye, about four hundred yards. As the bird came down with a flop it shrieked: "Wasn't that clever? Wonder what he'll do next?"

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